

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.
Minutes - The Faculty Senate
Regular Meeting, Friday, February 11, 1972
Faculty Conference Room, sixth floor of the Library

Minute 1 President Elliott presiding called the meeting to order at 2:10 p.m., and then introduced three new members from Columbian College serving as replacements during the sabbatical leave of Senate Members Hobbs, Kirsch and Reesing: Professor Milton Crane, Associate Professor Marvin Gordon, and Associate Professor Stefan O. Schiff.

Present

Lloyd H. Elliott
Harold F. Bright
Arthur E. Burns
James C. Dockeray
Calvin D. Linton
Richard C. Allen
Grover L. Angel
Otto Bergmann
Milton Crane
Roderic H. Davison
Marvin Eisenberg
Raymond R. Fox
Leon Gintzig
Marvin Gordon
William B. Griffith
Philip H. Highfill, Jr.
Walter K. Kahn
Frederick C. Kurtz
Hugh L. LeBlanc
Anthony Marinaccio
Charles B. Nutting
Howard Pierpont
Stefan O. Schiff
Reuben E. Wood

Absent

Robert Kramer
Harold Liebowitz
John Parks
Burton M. Sapin
Rodney Tillman
Daniel R. Cloutier
Vincent J. DeAngelis
Harold C. Hinton
Norman Kramer
David Robinson, Jr.
Robert P. Sharkey
George V. Vahouny

Minute 2 The minutes of the regular meeting of December 10-17, 1971, were approved as distributed.

Minute 3 Dr. Pierpont, on behalf of the Executive Committee, nominated Committee Member Margaret W. Montzka for Acting Chairman of the Committee on Admissions and Advanced Standing to replace Chairman John P. Reesing, Jr., who is on sabbatical leave. President Elliott, hearing no other nominations from the floor, asked for a confirming vote and it was given unanimously.

Minute 4a Professor Griffith moved, and Professor Allen seconded, Resolution 71/20. Professor Griffith then spoke in support of the resolution, commenting on the special report of the Library Committee which had been distributed to the Senate prior to the meeting. The thrust of the resolution and report was the reordering of fiscal priorities to commit 5% of the University's Educational and General Expenditures to the libraries.

The discussion which followed was participated in by Professor Davison, Dean Linton, Professor Fox, Vice President Bright, Professors Marinaccio, Eisenberg and Kahn, Director of Libraries Woodward, and Professors Highfill and Angel. President Elliott then stated if the Senate wished he would prepare a report on the library situation at GW as he has seen it and as it is proposed for the immediate future, and deliver such a report to the Senate. This could be done within the next thirty days. Professor Wood observed there was a standing committee of the Senate, the Committee on Resources, which could be called upon to look into matters which concerned allocation of funds. He thereupon moved that Resolution 71/20 be referred to the Committee on Resources for consideration in the light of all University allocations, and for report to the Senate. Professor Marinaccio seconded.

Professor Nutting asked if perhaps a move to table would be in order. The Chairman ruled that the motion to refer to another committee would bring Resolution 71/20 back to the Senate for report, subject to the agenda made up by the Executive Committee. Professor Allen asked if it was the intent that the Resources Committee report back at the next meeting; Professor Wood stated this would be desirable. Professor Griffith asked what questions the Resources Committee would consider and Professor Wood responded he assumed it would consider what impact 71/20 would have on other programs. Chairman Gintzig of the Resources Committee stated the broadened scope of the Resources Committee encompassed the question under discussion. President Elliott stated he would send the proposed report on the library situation to the Committee on Resources as well as to the Senate.

The question was called on the motion to refer Resolution 71/20 to the Committee on Resources, voted upon, and the motion carried.

- 4b Professor Wood moved the adoption of Resolution 71/21 and Professor Schiff seconded. Professor Wood then moved to amend by deleting Paragraph 2 under the resolving clause. Professor Kurtz seconded. Professor Wood stated the Educational Policy Committee had expressed exception to the matter of burden of proof, as discrimination or non-discrimination might be very difficult to prove. The whole resolution was a rather broad statement of policy. Details of actual cases could be worked out with the administrative officers involved or by the Judicial System. It had not been stated where complaints should be lodged, and it was assumed any complaints would be funneled into the right places. Reference was made to the Human Relations Act which was passed in 1968 and which spoke against discrimination on the basis of religion, color, or race. Instead of writing a long document, the Human Relations Act could be referred to as a guideline. Professor Angel asked if the resolution had reference to social sororities or fraternities. Professor Wood said that such purely social organizations were not included in discussion during the committee's consideration, and that purely social organizations for just men or just women might serve useful purposes.

After a brief word of support by Dr. Bright, the question was called on the amendment and it carried.

Professor Davison asked if the Educational Policy Committee had considered making provisions for exceptions in gray areas. Professor Wood said it had not. After a brief discussion of various organizations by Professor Angel, President Elliott, Professor Marinaccio and Professor Wood, the question was called and Resolution 71/21 as amended was adopted unanimously.

- 4c The Chairman of the Executive Committee moved Resolution 71/22 on behalf of the Committee on Admissions and Advanced Standing. Professor Angel seconded. Acting Chairman Margaret Montzka then spoke briefly to the resolution, reminding the Senate it had passed Resolution 70/14 a year ago recommending the award of academic credit by means other than study in residence at the undergraduate level. There followed a request the recommendation be extended to the master's degree programs. Resolution 71/22 proposed the schools and divisions supervising master's degree programs consider using CLEP tests and departmental examinations as means of satisfying undergraduate deficiencies. This policy could be followed without 71/22 but the resolution if adopted would give a little additional encouragement to schools supervising the programs.

The question was called, voted upon, and Resolution 71/22 was adopted unanimously.

- 4d Professor Nutting, on behalf of the Committee on the Judicial System, moved the adoption of Resolutions 71/23 - 71/30, and Professor Marinaccio seconded. Professor Nutting proposed these resolutions be taken up as a group. They established judicial boards at the various residence halls and a student traffic court in accordance with the provisions of Section 212 of the Judicial System for Non-Academic Student Discipline. Professor Davison suggested changing the word "comprised" to the word "composed" throughout the resolutions, and this change was acceptable to the mover and seconder. There was no debate. The question was called, voted upon, and Resolutions 71/23 - 71/30 were adopted unanimously.

Minute 5a Dr. Pierpont, on behalf of the Executive Committee, proposed the following slate for the Nominating Committee for the Executive Committee: Hugh L. LeBlanc (Columbian College), Temporary Chairman; Richard C. Allen (Law); Vincent J. DeAngelis (Education); Leon Gintzig (Government and Business Administration); Walter K. Kahn (Engineering); Arthur D. Kirsch (Columbian College); Norman C. Kramer (Medical Center). There was no discussion, and without further nominations from the floor the slate was elected.

- 5b Dr. Pierpont, on behalf of the Executive Committee, placed in nomination for presidential appointment to the Parking Committee the name of David E. Silber, Associate Professor of Psychology. There were no other nominations, and Professor Silber was recommended unanimously to the President for appointment.
- 5c Chairman Reuben E. Wood reported out on an assignment to the Educational Policy Committee that a questionnaire be circulated to faculty to obtain opinion on several aspects of the "modified semester." The committee's interim report had been circulated to the Senate prior to the meeting. With the report in hand, the chairman referred only to Item 6 and the recommendations therein that there be no change in the 1972-73 calendar, and that the academic calendar continue under study.

Dr. Pierpont inquired of Professor Wood if the questionnaires had revealed any reaction to religious holidays. Professor Wood stated that no question concerning religious holidays had been included on the form, but two or three comments had been volunteered. He had been

aware the question might arise during discussion at the Senate meeting, and had researched the matter, which was then discussed by the Educational Policy Committee at a meeting held just prior to the Senate meeting. The committee as a result of its discussion unanimously adopted the following statement: "The Educational Policy Committee reaffirms its previous position that as a secular institution this University should not observe any religious holidays."

Professor Wood reported on one other item of business at the February 11 meeting. Some students who had noticed that classes after the Spring Recess would resume on Monday, April 3, asked if classes could resume on Tuesday, April 4, and therefore not cut into the weekend. The committee agreed that if such an adjustment could be made by the administration, it would recommend the recess be extended through April 3 and that the extra Monday be recovered by making the last day of classes for the spring semester Monday, May 1, instead of Friday, April 28.

President Elliott stated no action was required by the reports out of the Educational Policy Committee.

Minute 6 Brief Statements

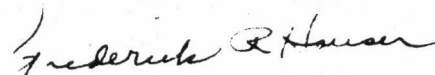
Professor Fox reported the faculty would be receiving a request for input with regard to ways the faculty could support and utilize the new Activities Building being studied. Prompt responses were needed. Chairman Sharkey of the Athletics Committee and the reporter were members of the ad hoc Committee on the Activities Building and would represent faculty wishes concerning the new facility. Replies would go back through the Provost's office, and the ad hoc committee would make its recommendations to the President.

The Chairman of the Executive Committee reminded the standing committee chairmen that annual reports were due. He reminded also that unfinished business could be referred to the succeeding committee for action by means of resolutions in the annual reports.

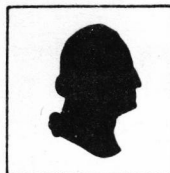
Dr. Pierpont announced 107 completed forms for requesting assignments on standing committees had been received at the Faculty Senate office within a week from mailing date.

The Chairman of the Executive Committee read and moved a resolution of appreciation citing Reuben E. Wood who was taking leave of the Senate. The resolution was adopted by standing acclamation and applause. Professor Wood responded by saying he was grateful for all the opportunities to meet with his colleagues. He was also moved to mention a group of people of tremendous value to the Senate -- four secretaries with whom he had worked on this Senate without whom "the thing would fall apart": Ruth Brosnan, Betty Praktish, Vaunita Kennedy, and Ellison Royce.

Minute 7 Hearing no other requests for the floor, President Elliott asked for a motion to adjourn. It was so moved, seconded, and the meeting ended at 3:55 p.m.


Frederick R. Houser
Secretary

Note: The Special Report from the Committee on the Library dated January 24, 1972, and the Interim Report from the Educational Policy Committee dated February 4, 1972, may be read by those interested at the Faculty Senate Office, Rice Hall.



Faculty Senate

A RESOLUTION OF APPRECIATION (71/31)

Whereas, Reuben Wood has gained and held the deep respect and affection of his colleagues in the faculty; and

Whereas, he is completing for the time being at least his many years' service as a member of the Senate;

Therefore be it resolved by the Faculty Senate of The George Washington University that the following citation be issued:

In recognition of his service to The George Washington University which spans a period of 27 years and which includes teaching, administrative duties, scholarly pursuits, and responsible academic leadership in the Department of Chemistry, Columbian College and the Graduate School of Arts and Sciences;

Especially in recognition of his effective and generous service to the faculty, including his contributions as a member of the Faculty Senate from 1962-63 to the present (except for one short period of sabbatical leave); as a member of the Senate's Committee on Professional Ethics and Academic Freedom from 1961-62 to 1963-64; as a member of the Senate Executive Committee during 1964-65 and Chairman of that Committee (except during one sabbatical leave) from 1965-66 to 1968-69; as Chairman of the University Resources Committee from 1969-70 to 1970-71; as Chairman of the Educational Policy Committee during 1971-72; in addition his contributions as Chairman of the Special Committees (nonconurrence) in 1969-70 and 1971; as Faculty Member during 1971-72 on the Board of Trustees Committee on Academic Affairs; and as Faculty Trustee Member, 1970-73, of the Board of Trustees, Consortium of Universities;

Upon the occasion of his leave-taking from the Faculty Senate, which it is hoped is temporary,

THE FACULTY SENATE
OF
THE GEORGE WASHINGTON UNIVERSITY
CITES

PROFESSOR REUBEN E. WOOD
FOR DISTINGUISHED SERVICE

Howard Pierpont
Howard Pierpont
Chairman, Executive Committee
February 11, 1972

Lloyd H. Elliott
Lloyd H. Elliott
President

THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20006

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

The Faculty Senate

February 4, 1972

The Faculty Senate will meet on Friday, February 11, 1972, at 2:10 p.m., in the Faculty Conference Room on the sixth floor of the Library. Agenda:

- 1) Call to order;
introduction of Professor Milton Crane, Associate Professor Marvin Gordon, and Associate Professor Stefan O. Schiff, replacements during sabbatical leave (Spring Semester 1972) of Senate Members Hobbs, Kirsch and Reesing
- 2) Minutes of the regular meeting of December 10-17, 1971
- 3) Special Business - nomination of Committee Member Margaret W. Montzka as Acting Chairman, Admissions and Advanced Standing, replacing Chairman John P. Reesing, Jr., who is on sabbatical leave
- 4) a) A RESOLUTION TO IMPROVE FISCAL SUPPORT TO THE LIBRARY (71/20) and report from the Library Committee, Chairman William B. Griffith
b) A RESOLUTION RELATING TO DISCRIMINATION ON THE BASIS OF SEX BY ACADEMIC OR PROFESSIONAL ORGANIZATIONS (71/21), and report from the Educational Policy Committee, Chairman Reuben E. Wood
c) A RESOLUTION RELATING TO MEANS OF SATISFYING UNDERGRADUATE DEFICIENCIES (71/22) and report from the Committee on Admissions and Advanced Standing, by the Acting Chairman
d) Series of resolutions (71/23 - 71/30 inclusive) presented pursuant to Section 212 of The George Washington University Judicial System, establishing Judicial Boards for the residence halls and the Student Traffic Court; Committee on the Judicial System, Chairman Charles Nutting
- 5) General Business
 - a) Nomination of the Nominating Committee for the Executive Committee: Hugh L. LeBlanc (Columbian College), Temporary Chairman; Richard C. Allen (Law); Vincent J. DeAngelis (Education); Leon Gintzig (Government and Business Administration); Walter K. Kahn (Engineering); Arthur D. Kirsch (Columbian College); Norman C. Kramer (Medical Center)
 - b) Nomination of candidate for presidential appointment to the Parking Committee: David E. Silber, Associate Professor of Psychology
 - c) Report from the Educational Policy Committee relating to questionnaire on the modified semester, Chairman Reuben E. Wood
- 6) Brief statements
- 7) Adjournment

Frederick R. Houser
Frederick R. Houser
Secretary

A RESOLUTION TO IMPROVE FISCAL SUPPORT TO THE LIBRARY (71/20)

Whereas, recognizing the vital relationship of library development to the strengthening of the University, the Senate on May 12, 1967 (Res. 66/22) urged and requested that "the Administration adopt a policy of fiscal support to the Library such that in the shortest possible time the Library budget will reach and thereafter remain at five per cent of the University's educational budget"; and

Whereas, the University in its "Critical Self-Evaluation" for the Middle States Association Study of 1966-67 proclaimed an "immediate objective" to increase the Library budget from two and one-half per cent of the total University budget to five per cent in the next three to five years; and

Whereas, despite increased demands on the Library's services in the past few years and even greater projected future demands, the level of budget support had risen no higher than approximately three per cent of the University's educational budget by 1970-71; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the request for a policy of stronger fiscal support for the Library of Res. 66/22 be reaffirmed, with the following new specifications:
 - (a) that not later than the fiscal year 1974-75 the aggregate budget for support of the Library* (excluding capital outlay for buildings) be set at not less than five per cent of the total sums spent by the University in its "Educational and General Budget"# and thereafter remain at not less than that level;
 - (b) that an annual report be made to the Senate, beginning with the 1972-73 fiscal year, setting forth the progress attained toward the implementation of this resolution.

*For the purposes of this resolution, the term "Library" shall include the University Main Library, the Law and Medical School Libraries, and such other libraries as the University may from time to time establish.

#The term "Educational and General Budget" is taken as defined by the U. S. Office of Education, and includes for this purpose from the Medical Center budget only those sums allocated for the defraying of instructional costs in the School of Medicine.

The Library Committee

January 19, 1972

A RESOLUTION RELATING TO DISCRIMINATION ON THE BASIS OF SEX
BY ACADEMIC OR PROFESSIONAL ORGANIZATIONS (71/21)

Whereas, men and women should have equal opportunity to achieve their academic and professional goals; and

Whereas, the university should assume the responsibility to provide this equality to the fullest extent possible; and

Whereas, membership in academic and professional organizations can be a significant factor in the attainment of such goals; therefore be it

RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY THAT:

1. Discrimination on the basis of sex shall not be practiced by any academic or professional organization affiliated with the George Washington University.
2. In case such discrimination is charged the burden of proof of nondiscrimination shall be on the accused organization.
3. Violation of this principle of nondiscrimination may result in penalties including withdrawal from the organization of university recognition and privileges of use of university facilities.

Committee on Educational Policy

January 25, 1972

A RESOLUTION RELATING TO MEANS OF SATISFYING UNDERGRADUATE DEFICIENCIES
(71/22)

Whereas, it is desirable to recognize preparation by graduate students through independent study, or otherwise; therefore be it

RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the schools and divisions supervising master's degree programs consider using CLEP tests (College Level Examination Program) and departmental examinations as means of satisfying undergraduate deficiencies.

Committee on Admissions and Advanced Standing

November 2, 1971

CHARTER

ADAMS HALL JUDICIAL BOARD

ADAMS HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline, by the Faculty Senate of The George Washington University be it resolved/~~that~~ the Adams Hall Judicial Board be established as one of the special courts of the University.

The Adams Hall Judicial Board shall be comprised of nine members - one from each floor and a chairman. All Board members shall be residents of the hall and be appointed by the Hall Council to serve for the academic year. Any resident of the hall is eligible to serve on the Board

Except for special provisions contained in the Charter, all procedures of the Adams Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

CALHOUN HALL JUDICIAL BOARD

CALHOUN HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline, be it resolved/^{by the Faculty Senate of The George Washington University}that the Calhoun Hall Judicial Board be established as one of the special courts of the University.

The Calhoun Hall Judicial Board shall be comprised of eight members, one from every floor (including the Chairman). They shall be residents of Calhoun Hall and be appointed by the Hall Council and serve for the academic year. Any resident of the hall is eligible to petition for membership on the Board.

Except for special provisions contained in the Charter, all procedures of the Calhoun Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

CRAWFORD HALL JUDICIAL BOARD

CRAWFORD HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline,
be it resolved^{by the Faculty Senate of The George Washington University} that the Crawford Hall Judicial Board be established as one of the special courts of the University.

The Crawford Hall Judicial Board shall be comprised of three members, one of whom will be the chairman. They shall be appointed by the Hall Council and serve for the academic year. Any resident of the hall is eligible to petition for membership on the Board.

Except for special provisions contained in the Charter, all procedures of the Crawford Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

MADISON HALL JUDICIAL BOARD

MADISON HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline,
be it resolved/ ^{by the Faculty Senate of The George Washington University} that the Madison Hall Judicial Board be established as one of the special courts of the University.

The Madison Hall Judicial Board shall be comprised of five members, one of whom will be the chairman. All members shall be elected by the residents of the hall. Any resident of the hall is eligible to petition for membership on the Board. Each Board member shall serve for the academic year.

Except for special provisions contained in the Charter, all procedures of the Madison Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

MITCHELL HALL JUDICIAL BOARD

MITCHELL HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline,
by the Faculty Senate of The George Washington University
be it resolved/that the Mitchell Hall Judicial Board be established as one
of the special courts of the University.

The Mitchell Hall Judicial Board shall be comprised of eight members, one from every floor except the first, and the elected Vice President of the hall shall serve as chairman. Members of the board shall be residents of the hall and will be appointed by the Hall Council. Any resident of the hall will be eligible to petition for Board membership. Board members shall serve for the academic year.

Except for special provisions contained in the Charter, all procedures of the Mitchell Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

STRONG HALL JUDICIAL BOARD

STRONG HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline,
be it resolved ^{by the Faculty Senate of The George Washington University} that the Strong Hall Judicial Board be established as one of the special courts of the University.

The Strong Hall Judicial Board shall be comprised of six members who will be appointed by the Hall Council. Any resident of the hall shall be eligible to serve on the Board. They shall serve for the academic year.

Except for special provisions contained in the Charter, all procedures of the Strong Hall Judicial Board shall follow the "Rules governing general procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

THURSTON HALL JUDICIAL BOARD

THURSTON HALL

THE GEORGE WASHINGTON UNIVERSITY

In accordance with Chapter 2. Section 212. Special Courts., of The George Washington University Judicial System for Non-Academic Student Discipline,
be it resolved ^{by the Faculty Senate of The George Washington University} /that the Thurston Hall Judicial Board be established as one
of the special courts of the University.

The Thurston Hall Judicial Board shall be comprised of three members.
They shall be residents of Thurston Hall and be appointed by the Hall
Council, and serve for the academic year. Any resident of the hall is
eligible to petition for membership on the Board.

Except for special provisions contained in the Charter, all procedures of
the Thurston Hall Judicial Board shall follow the "Rules governing general
procedural matters for the Residence Hall Judicial Boards."

Committee on the Judicial System

February 1, 1972

CHARTER

STUDENT TRAFFIC COURT
THE GEORGE WASHINGTON UNIVERSITY

In accordance with Section 212 of The George Washington University Judicial System for Non-Academic Student Discipline, titled Special Courts,
by the Faculty Senate of The George Washington University
be it resolved/that the Student Traffic Court be established as one of the special courts of the University.

The Student Traffic Court shall be comprised of five members, and they shall be appointed by the President of the University upon the recommendation of the University Parking Committee. The term of office for Court members begins on May 1st, and expires at the end of the following academic year. To be eligible for selection to the Student Traffic Court, a student must be registered for parking on campus during his term of office.

All procedures of the Student Traffic Court shall follow the "Rules of Procedure for the Student Traffic Court," the "Rules of Organization of the Student Traffic Court," and the "Rules Governing Regulations, Violations and Fines."

Committee on the Judicial System

February 1, 1972

A RESOLUTION TO IMPROVE FISCAL SUPPORT TO THE LIBRARY

Whereas, recognizing the vital relationship of library development to the strengthening of the University, the Senate on May 12, 1967 (Res. 66/22) urged and requested that "the Administration adopt a policy of fiscal support to the Library such that in the shortest possible time the Library budget will reach and thereafter remain at five per cent of the University's educational budget"; and

Whereas, the University in its "Critical Self-Evaluation" for the Middle States Association Study of 1966-67 proclaimed an "immediate objective" to increase the Library budget from two and one-half per cent of the total University budget to five per cent in the next three to five years; and

Whereas, despite increased demands on the Library's services in the past few years and even greater projected future demands, the level of budget support had risen no higher than approximately three per cent of the University's educational budget by 1970-71; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the request for a policy of stronger fiscal support for the Library of Res. 66/22 be reaffirmed, with the following new specifications:

- (a) that not later than the fiscal year 1974-75 the aggregate budget for support of the Library* (excluding capital outlay for buildings) be set at not less than five per cent of the total sums spent by the University in its "Educational and General Budget"# and thereafter remain at not less than that level;
- (b) that an annual report be made to the Senate, beginning with the 1972-73 fiscal year, setting forth the progress attained toward the implementation of this resolution.

*For the purposes of this resolution, the term "Library" shall include the University Main Library, the Law and Medical School Libraries, and such other libraries as the University may from time to time establish.

#The term "Educational and General Budget" is taken as defined by the U. S. Office of Education, and includes for this purpose from the Medical Center budget only those sums allocated for the defraying of instructional costs in the School of Medicine.

The Library Committee

January 19, 1972

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

FACULTY SENATE COMMITTEE ON THE LIBRARY

SPECIAL REPORT

I. INTRODUCTION

Last year's Library Committee reviewed the plans for the new main library building now under construction. This year the Committee undertook to examine the question of the adequacy of funding for library services, on the general assumption that new physical facilities for the Main, Law and Medical libraries increased the opportunity for them to play a greater educational role, but did not necessarily guarantee that this possibility would be realized. New library buildings can certainly help, but if they house highly inadequate collections and are badly understaffed, the overall delivery of library services will remain severely hampered.

The Committee met six times from October through January, once with the Provost for a lengthy review of the Administration viewpoint. The accompanying Resolution 71/ represents the product of our work.

II. SUMMARY OF FINDINGS

The Committee concluded:

- 1) the present level of funding of the libraries is inadequate to this University's present educational situation and goals, which we take to include an increasingly sophisticated undergraduate curriculum and student body, and a greater emphasis on graduate and professional study;
- 2) given the present method of allocating resources for each coming year on the basis primarily of a percentage increase of the last year's budget, the libraries are liable to remain starved for funds unless extraordinary and decisive action is taken to reorder fiscal priorities;
- 3) the figure of "five percent of the University's Educational and General Expenditures," mentioned in the preamble to the Resolution as a goal already set by the Senate and affirmed by the Administration in 1967, is not arbitrarily chosen: a) it represents the best general measure available, so far as we can tell, as to whether or not a university or college is devoting an appropriate share of its resources to its library development, whatever the overall total of its expenditure may be, and b) confronted with an adverse reaction by Provost Bright to an earlier version of the Resolution before the Senate, the Committee searched in vain for other formulas which would more adequately address our particular situation than an overall increase to five per cent, and finding no acceptable alternative, elected to continue to press for this standard;
- 4) nor is the target year 1974-75 chosen without forethought since a) it now seems apparent that the University must in any case devote a slightly higher percentage to the libraries in 1973-74 fiscal year -- perhaps 3.5% -- because of staffing demands on moving to the new Main and Medical library buildings, and b) the following year is then critical, because while far enough away to plan for now, it is the last year before a new "Critical Self-Evaluation" must be

written for the decennial Middle States Accrediting Study, to whom we proclaimed just such an intention in 1966;

- 5) the appended documents are intended to help show the case to be made for the Committee's position, but are by no means exhaustive.

1. Historical Notes
2. Senate Resolution 66/22
3. Comparative Statistics on Libraries
4. Criteria for Excellence, University Law Libraries

The Committee thanks the Provost, the deans of the Law and Medical Schools, the librarians, and the secretary to the Senate for their cooperation in preparing this report.

The Committee

John G. Allee
Hugh Y. Bernard
James H. Coberly
Roland E. Fleischer
Irving I. Glick
William B. Griffith
Mary Louise Robbins
Joseph B. Smith, Jr.
Waldo Sommers
Dewey Wallace

W.B. Griffith

William B. Griffith
Chairman

Rupert C. Woodward,
Director of Libraries,
ex officio

January 24, 1972

NOTES FROM HISTORICAL DOCUMENTS ON THE LIBRARY

1. In 1954, the Library budget of \$119,110 represented 3.5% of the "total educational expenditures of the University." (Self-Evaluation Study Prepared for... Middle States Association, 15 September 1954, p. 128)
2. The Evaluation Report for that year called on the University to give "careful attention to the inconveniences of using more distant collections, the limited hours of access, and the restrictions on loans of books," and urged "that as a minimum, the university undertake to provide the materials needed for instruction in courses at all levels." (Progress Report to ... the Middle States Association, October 15, 1956, p. 5)
3. "In February 1965, Mason Tolman, Principal Librarian, the New York State Library, visited the University at the invitation of the administration and carefully examined the existing library facilities and book collections. He conducted extensive interviews with members of the Library staff and representatives of the Administration, faculty, and students ...

"Mr. Tolman recommended that the collection should be nearly doubled in the next five years. 'This would involve,' his report stated, 'at today's prices, a book budget of about \$500,000 a year or about four times the size of the current [1964-65] allotment.' The University budget for 1966-67 includes \$500,000 for the Library (about two and one-half per cent of the total University budget, excluding money allocated to the Hospital and sponsored research). Of this figure, about \$100,000 is for new acquisitions. One of the University's immediate objectives is to increase this to five per cent of the budget in the next three to five years." (Critical Self-Evaluation... Middle States Association, December 1, 1966, p. 142)

4. "The Library... is unquestionably one of the weakest elements in the total academic structure of the University. It is inadequate in its collections, housed in inadequate space, and has insufficient staff to meet its responsibilities. The library cannot support the instructional and research programs of a major university striving to be in the first rank, and the solving of its problems must be given the highest priority as the university charts its future...

"The size of the present library staff will have to be increased if the library is to accomplish the objectives obviously desired by the University...

"The university has a good small collection; one that might be described as more than an undergraduate collection, but hardly a collection adequate for graduate and research work. Obviously, the University will, and should, rely on the great libraries of the area for unusual, esoteric, and rarely used materials, but it must plan immediately for a drastic revision upward of its book budget. The university must be prepared to face the greatly increased cost of such a program for it entails not only additions to the book budget, but increases in staff, increases in service which such an enlarged collection will happily bring in its wake, and, of course, increases in the space required." (Evaluation Report of the Visiting Team for the Middle States Association, February 12-15, 1967, pp. 5, 31-32)

5. " In terms of budget the Statistical Comparisons show that \$504,590 was allocated for total operating expenditures for the libraries in 1966-67 (the year the team visited this campus) and was increased to \$818,950 in the budget for 1968-69. The University Administration has committed itself to an annual increase of \$100,000 for the four-year budget projection from 1967-68 to 1970-71." (Progress Report to ... Middle States Association, October 1, 1969, p. 15)

6. After these promised increments of \$100,000-plus in the years 1967-68 to 1970-71, which constituted annual increases of approximately 20 per cent, the 1970-71 Library budget had risen to \$1,134,273, about 2.8 per cent of the University's "Educational and General Expenditures" of \$40,404,179. (University Report to the Office of Education)

7. The 1971-72 Library budget, according to figures supplied by the several librarians, projected an overall increase of about 8 per cent, with this distribution:

University (Main) Library:	\$ 811,000	(c. \$220,000 for books, serials)
Law Library	218,194	
Medical Library	201,238	
	<u>\$1,230,432</u>	

RESOLUTION ON LIBRARY DEVELOPMENT
(66/22)

Whereas, the library holds a central place in the life of the University,
and

Whereas, this University's growth is necessarily dependent on the improvement and continuing increase of library holdings, and

Whereas, a severely limited and limiting budget has led in the past to virtual stagnation of the general collections, and

Whereas, the current budget is inadequate to allow for necessary growth,

Be it then Resolved that the University Senate endorse the establishment of a faculty library acquisitions committee whose purpose shall be to survey and make known to the Librarian and to the administration areas where great and immediate additions to the collection are most needed, and

Be it further Resolved that the Senate urge and request that the Administration adopt a policy of fiscal support to the Library such that within-a-minimum-of-three-to-five-years in the shortest possible time the Library budget will reach and thereafter remain at five per cent of the University educational budget.

Attached to Annual
Report of the
Library Committee
May 12, 1967

(For the following statistical comparison cf. College and Research Libraries,
January, 1970, pp. 28-35)

Item	GWU (2)	S a m p l e (1)		
		First Quartile	Median	Third Quartile
Library budget	\$ 1,039,456	\$ 1,918,357	\$ 2,529,461	\$ 3,770,971
Total library expenditures	\$ 1,039,514	\$ 1,727,075	\$ 2,452,836	\$ 3,547,627
University general and educational expenditures	\$ 38,540,534 (3)	\$ 50,652,000	\$ 66,492,520	\$118,044,290
Library's percentage	2.7	2.8	3.6	4.8
Library expenditures for salaries and wages	\$ 633,263	\$ 978,685	\$ 1,300,033	\$ 1,969,416
Percent salaries and wages	60.9	53.5	56.0	61.8
Library expenditures for books, periodicals, and binding	\$ 359,906	\$ 600,983	\$ 835,357	\$ 1,239,112
Percent books, periodicals, and binding	34.6	29.4	36.5	40.3
General expense	\$ 46,344	\$ 95,425	\$ 149,103	\$ 245,363
Percent, general expense	4.5	4.7	5.5	13.5
Total enrollment (FTE)	10,699 (4)	11,840	16,775	28,369
Per capita total library expenditures	\$ 97.16	\$ 99.34	\$ 128.07	\$ 236.90
Per capita expenditures for books, per., and binding	\$ 33.64	\$ 35.40	\$ 46.61	\$ 70.13
Total volumes	517,339	1,164,142	1,456,684	2,103,723
Net no. of vols. added	23,218	64,296	75,652	119,773
Current periodicals rec'd.	4,307	9,100	11,050	17,049
No. of microforms	77,646	160,392	349,423	455,498
Microfilm reels	8,445	13,947	22,930	41,632
Microfiche, microcards, microprint	69,201	170,686	320,918	439,060
Volumes per student	48.35	60.07	83.56	143.76
Periodicals per student	.40	.46	.68	1.33
Librarians on staff	21.5	56	73	99
Clerical and support staff	47.0	98	119	199
Hours worked on wages	58,411	72,068	113,000	193,351
Number of seats	1,040	2,276	3,000	4,391
Seats/enrollment (percent)	9	12	16	26
Students per seat	10.29	3.84	6.15	8.41
Recorded general circulation	130,587	284,658	464,153	697,013
Recorded reserve circulation	73,640	59,714	166,569	342,623
No. of hours open per week	103.5	89.5	100.0	106
Student per capita general and reserve circulation	19.08	26.43	39.41	70.49

1. Latest available year reported, usually 1967/68 or 1968/69.

2. 1969/70.

3. Preliminary total.

4. Fall, 1969.

APPENDIX 4

Criteria for Excellence" based on the Identified Current Practices of 30 Leading Libraries
Minimum Levels Proposed (by the committee) for University Law Libraries

		<u>GWU 1969-70</u>
Volumes in collection	200,000	105,000
Volumes per student	350	80.1
Current journal titles	2,000	700*
Number professional staff	7	3.5
Number of total staff	20	10.5
Annual book expenditure	\$75,000	\$70,000
Annual book expenditure per student	\$125	\$53.80
Annual salary expenditure	\$105,000	\$97,600
Annual salary expenditure per student	\$200	\$75.10
Hours open per week	100	100

*All periodicals

Source: June 21, 1969, Report of the Association of Research Libraries-
Association of College and Research Libraries Joint Committee
on University Library Standards.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

INTERIM REPORT TO THE FACULTY SENATE
FROM THE EDUCATIONAL POLICY COMMITTEE

In response to an assignment by the Executive Committee dated November 24, 1971, the Educational Policy Committee prepared and circulated a questionnaire to find out faculty opinion on several aspects of the "modified semester." The questionnaire, a summary of the voting on the various questions, a rather large sampling of comments, and a special communication from Marianne R. Phelps, Dean of Students, are all parts of this report.

The response to the questionnaire was large. About fifty per cent of all full-time faculty members responded. This response may seem even more impressive when it is taken into account that the Medical School is hardly affected at all and the National Law Center operates presently on what might be called a partially modified semester, i. e., classes end before Christmas but examinations are held after Christmas.

Summary and Recommendations

1. On the basis of answers to both questions 1 and 7, faculty members by a rather large majority approve the modified semester.
2. Approximately 3 out of 5 faculty members feel they can teach about as much under the "modified semester" as under previous calendars. (The questionnaire was somewhat defective in the respect that it did not make clear whether the basis of comparison was to be the immediately preceding plan under which classes ended before Christmas but examinations were held after Christmas, or the plan of operation of a few years ago under which there were a couple weeks of class after Christmas and before examinations.)
3. Faculty members were nearly equally divided as to whether there was a feeling of being rushed to finish everything before Christmas which adversely affected the level of achievement in the course. (See, in this connection, the communication from Miss Phelps.)
4. By a little over 2 to 1 faculty members preferred a long winter break to an earlier ending of the second semester.
5. Although no specific question on this point was asked, this Committee notes that a number of faculty members volunteered their approval of coordination of academic calendars by Consortium members.
6. On the basis of its findings the Educational Policy Committee recommends no change in the 1972-73 calendar. It recognizes, however, that substantial minorities indicated dissatisfaction in one respect or another with the "modified semester." It recommends, therefore, that it should continue to keep the academic calendar under study. It recommends

Interim Report to the Faculty Senate
from the Educational Policy Committee

Page two

that if, at a later time, a re-polling of faculty opinion is undertaken, an effort should be made at the same time to ascertain representative student opinion.

For the Committee

Reuben E. Wood

Reuben E. Wood
Chairman

The Committee

John B. Christensen
Andrew Gyorgy
Hewitt Kenyon
William D. MacDonald
J. Kenneth McDonald
Elizabeth S. Neyman
Thomas M. Peery
Reuben E. Wood
Helen B. Yakobson
A. J. Zuchelli

Harold F. Bright, Provost, ex officio

February 4, 1972



Faculty Senate

Please return this questionnaire as promptly as possible to:

Committee on Educational Policy
c/o Miss Ellison Royce
Faculty Senate
Rice Hall (Office of the Registrar)

1. From a personal point of view and without regard to advantages or disadvantages to the effectiveness of teaching the subject matter I would like to include in my courses, I like the shortened fall semester and long intersession break. ☐ Yes ☐ No

Comment: _____

2. I find it possible to teach about as much and about as effectively with the "modified semester" as I did previously. ☐ Yes ☐ No

Comment: _____

3. A How did you modify your courses in order to accommodate to the reduced number of student contact hours? (Please rank in order of importance beginning with 1 for most important. If unimportant, enter 0.)

- (a) By reducing the variety or scope of subject matter. ☐
(b) By reducing the depth of coverage of subject matter. ☐
(c) By reducing student question and answer periods. ☐
(d) By reducing assignments of outside reading. ☐
(e) By reducing the number of quizzes or examinations. ☐
(f) Other _____

3. B There was material I did not have time to cover which I consider so important that its omission is a significant loss to the student. ☐Yes ☐No
3. C (If you teach courses which are foundation or prerequisite to more advanced courses.) Because of the modified semester, I had to omit some subject matter or depth of treatment which is basic to later courses and its lack may handicap the student in those courses. ☐Yes ☐No
4. Whether or not you have been able to cover about the same material as before, do you feel and do you think that the students feel rushed in the course to the extent that the level of achievement was probably lowered. (This is really more than one question; feel free to break it up and comment on the parts.) ☐Yes ☐No
- Comment: _____

5. A break for reading (study) between the end of classes and the beginning of examinations is not part of the modified semester plan. I believe such a reading period is important in order to let the student review lectures, do library work, write papers, etc. Its absence is significantly disadvantageous in the courses I teach. ☐Yes ☐No
6. Assuming that the modified semester will be continued more or less on the basis of the fall '71 semester and that examinations will be completed before Christmas, do you like the long intersession break (1971-72 schedule has examinations for first semester ending December 22, registration for second semester beginning January 20) or would you prefer a shorter intersession with the second semester beginning and ending earlier.
☐ Prefer long winter break ☐ Prefer second semester to begin and end earlier
7. Overall, are you satisfied with the "modified semester" plan? ☐Yes ☐No
8. There are various practical considerations which restrict our freedom to tailor an academic calendar. For example: (1) the summer sessions must meet the needs of teachers and students from other institutions who cannot begin work at G. W. before certain dates and must conclude the work here soon enough to get back on time to their own institutions; (2) we can probably not put Christmas into the second week of January (which might be a very good move if it could be done); (3) the academic calendars of other members of the Consortium of Universities should be given some consideration. Taking account of practical considerations, what kind of an academic calendar would you suggest? (Either a long or short answer would be appropriate here; use an additional sheet if necessary.) _____

(signed - optional) _____

Department _____

	<u>YES</u>	<u>NO</u>	<u>NO PREFERENCE</u>	<u>NOT CHECKED</u>	<u>BOTH</u>	<u>PREFER LONG SEMESTER BREAK</u>	<u>PREFER SECOND SEMESTER TO BEGIN AND END EARLIER</u>	<u>OTHER</u>
No. 1	150	53	2	17	5			
No. 2	130	81		15	1			
No. 3A	SEE PAGE 2							
No. 3B	70	128		28				1*
No. 3C	37	108		71				11*
No. 4	93	90		43	1			
No. 5	80	118		22	3			4*
No. 6			1	24		132	64	6*
No. 7	129	75		20				3*

* Other:

No. 3B -- Possibly

No. 3C -- NA (8); ?; Maybe; Possibly

No. 5 -- NA (2); Cannot answer until see what students do with the time; Possibly

No. 6 -- Return to previous arrangement; Don't care much; Prefer 4-1-4 Plan; Indifferent; Either is OK; Start semester earlier

No. 7 -- Not sure; Too soon to say; Neutral

No. 3A -- 227 Forms -- (No. 3A on two forms was different and these two forms were not included in this count)

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Check (x or ✓)</u>	<u>Blank</u>	<u>Other</u>	<u>Explanation of "Other"</u>
(a)	24	47	33	10	6	1	34	70	2	(Did not modify the substance material but have endeavored to teach it in a more compact form) (Not done)
(b)	37	29	31	11	1	1	27	84	4	(Stayed same as before) (No) (Not done) (Important & not altered)
(c)	57	9	7	17	11	3	10	105	6	(Stayed same as before) (No) (Not done) (Did not reduce activities) (Somewhat) (Important & not altered)
(d)	62	8	11	12	9	6	20	93	4	(No) (Not done) (Did not reduce activities) (Important & not altered)
(e)	60	11	11	13	4	8	19	95	4	(No) (Not done) (Did not reduce activities) (Not altered)

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

Question 1

"It cheats the student out of a chance to make up deficiencies."

"Am able to lose my mind in this session!"

"A neater way of doing things."

"The increased pressure on students and faculty does not contribute to good education."

"It would be easier to evaluate after this academic year when we have had a chance to experience a whole cycle."

"Yes, yes, for God's sake, let's get it over before Christmas! It was a long pull, but it was worth it."

"Can consideration be given to 'mini-semester' use of intersession period?"

"Perhaps when I get used to the compromises I've had to make with what I feel I ought to do in my courses, I'll feel more comfortable with it."

(Dissatisfied) "Many professional societies hold their annual meetings in September."

"With two kids in public school, I can't use the long winter break."

(Probably more appropriately for #7) "M.S. is desirable if some useful educational options are offered students at intersession -- otherwise it is an absurdity."

"Intersession ideal time to prepare thoroughly for spring semester."

"It permits a block of time to accomplish other commitments -- research, writing, reading, recuperation."

"With a large student population (500), it is impossible to administer courses with the care that they deserve. It seems that the entire semester is spent making out and grading exams. For me, it's a disaster!" (Biol.)

Question 2

"Quite apart from the question of time in class, I have noticed a negative impact from the shortened period of reflective incubation."

"impossible, especially in graduate courses."

"It may be a matter of adjustment."

"Sure need to start earlier."

"Just hang on to ANY plan, don't change it every year."

(Yes) "Not at the graduate level, however."

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

Question 2 (continued)

"Dropped about 1/5 of course."

"Yes on undergrad, no on grad courses."

"I have been required to make more efficient use of class time by minimizing irrelevant discussion. This has probably improved my courses."

"Too hurried, not enough time to include everything necessary."

"Except in graduate courses, in which reduced time is a considerable disadvantage."

Question 3

"Had to drop one important week's assignment."

Extra homework

"By substituting out-of-class for in-class exams."

"More outside assignments and lib. research."

"leave more for student to do outside class."

3A

"Talk faster"

"By going faster and giving students more homework."

"I did not reduce anything. Students have to shape up."

"Isn't there some 'bias' built in here"

"I found I chose more wisely and cut out the chaff."

"There was no 'reduced number of student contact hours' in the Fall '71 as compared with Fall '70."

3A(f)

"Same amount of material. Undoubtedly it didn't sink in so well."

"In my experience most outside reading during the flabby weeks after holidays was poorly done by the undergraduate students."

"Increased outside work and gave only take-home exams."

"I don't gas quite as much."

"With student approval extended several classes for 20-30 minutes to include relevant material."

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

3A(f) (continued):

"Instead of reviews in class, did it outside -- this excluded some students."

"Increased outside reading"

Questions 3 and 4

"What I am distressed at is a trend apparently underway toward gradual erosion of the of the academic calendar and programs by progressively sacrificing a few more classes this year, a few more via the next calendar innovation, etc."

Question 4

"...I don't think absorption by students was as complete..."

"It is impossible to expect a graduate student to complete a term paper by the end of the course. I have to turn in incompletes."

"...only those doing research papers seem to have done less well."

"More incompletes than ever."

"Students did not have time to study for final exams."

"I changed course -- less systematic fact gathering and memorizing, more principle and models -- better course - no loss due to less time."

"No on undergrad., yes on grad. level."

"There should be time to have ideas 'soak and settle.'"

"They never got far enough in to feel rushed out."

"Gave extra exam for 7 students late in exam period because student felt too rushed by Registrar's schedule."

"Students felt rushed but probably did just as well."

"Level of achievement lowered, but not much."

"In 'studio courses' no substitute for class time."

"Especially bad when term papers are reqd. More incompletes."

"Students were back to the old complaints of the late '50's and early '60's, 'no time to review or study consistently for finals.'"

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

Question 5

"This is really the worst feature."

(Yes) "very definite"

Questions 6 and 8

(6) "Prefer longer winter break"

(8) "Classes begin 9/4/72, end Dec. 9; Exams Dec. 13-20; Grades due 1/20/73; Spring Semester begin Feb. 5, 1973"

Question 7 -- (Dissatisfied) "Especially hard on graduate students."

Question 8

"4-1-4 plan"

"Return to old calendar for the Graduate School."

"Let's try the present modified [semester] for another year or two."

"Compress examination period."

"It seems to me that good education requires a sense of leisure (with vacations and reading periods) during the term -- rather than a rush all term and a recuperation afterward."

"Summer as now, late September start (about 24 - 28 Sept.). First term exams end of January, after reading period. Spring term February through May with long spring vacation."

"Present calendar with religious holidays removed."

"Why not omit Christmas!!? -- Entirely!!!"

"As is (modified semester)" ✓ ✓

"Questionnaire and evaluation of modified semester is premature."

"Three terms -- say only 3 courses per term."

"Classes continue one more full week into December. No formal exam period but exams at discretion of instructor."

"Current Law School calendar is excellent."

"This year's calendar is great."

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

Question 8 (continued)

"If fall semester calendar is found practical, I suggest a similar calendar for the spring semester."

"Labor Day to Dec. 22, 10 January to 7 April."

"The questionnaire is biased in such a way as to invoke negative reactions to the modified semester plan."

"Perhaps the undergraduates and graduates should have different schedules."

"I can live with anything the Faculty Senate, administration or students can devise."

"I think all the Consortium Universities should return to a normal academic schedule. The shortened semester cheapens our education."

"Quarter system"

"Return to old system -- stop trying to build whole academic year around Christmas vacation."

"Sixteen-week semester without a special final examination period, the semesters to begin September 1 and January 2."

"Compress Fall advising and registration and start semester earlier."

"There should be a break of a week or more sometime in November (parallel to Spring Vacation). Never mind a useless 'reading period' at the end. We need a breather in the middle."

(At least one other proposed the one-week Fall Semester break.)

"Make second semester longer -- to make up somewhat for material lost from shortened first semester."

"Start before Labor Day. Cut down to 4 courses with each meeting 4 times a week."

"Like Fall '71"

"Return to previous arrangement" ✓✓

"Begin earlier." ✓

"Quarter system or modified trimester."

"Finish classes before Christmas, exams start approximately January 7."

"An adaptation of old calendar and at least 1 wk. rdg. period."

"Consider putting intersession to some academic use."

Comments from Questionnaire on the Modified Semester distributed December 16, 1971:

Question 8 (continued)

"End classes before Christmas but exams after holidays."

"Consortium should be 'in phase'" ✓

"As it was before this year."

"Opportunity for professor to 'catch up' between semesters."

"3 full semesters"✓

"The plan in operation before this ill-advised experiment was made."

- - - - -

INCOMPLETES (Grad. Assts. "scattered")

THE GEORGE WASHINGTON UNIVERSITY
INTERDEPARTMENTAL MEMORANDUM

February 1, 1972

To: Dr. Reuben Wood

From: Marianne R. Phelps
Dean of Students

Marianne R. Phelps

Subject: Student Reaction to the Fall Semester Calendar

As I had mentioned to you informally, I had heard comments from our residence hall staff members concerning resident student reaction to the Fall calendar. Upon your request for a report on this response, I asked Assistant Dean Gary Hamer to survey the Resident Directors. This report is based upon their answers to his survey.

It must be noted, of course, that student response to the calendar change is now more favorable than it was during the fall semester due to the very natural phenomena of relief from pressure. Judging from staff observation, the long vacation has resulted in heightened enthusiasm for beginning the second semester. Some students have expressed preference for a 4-1-4 plan in lieu of the long vacation period. However, this would not appear to be a large number of students.

During the fall semester, the academic pressure students experienced seemed to be greatly increased over previous fall semesters. Some students thought that this was due to the difficulty faculty members might have had in covering the same material they had in past semesters in a shortened semester. In addition, according to student reports, hourly examinations and paper assignments came too close to final examinations to allow for adequate preparation. The absence of the reading period, of course, compounded this problem. One result of this seemed to be an increase in the number of incompletes requested. Another was an increase in anxiety.

As usual, this increase in anxiety was most marked in Thurston Hall where the size of the building and the numbers of people assigned to each room compounds problems experienced by the general student body. There the numbers of individuals having real difficulty either in completing their work or with personal problems stemming from the increase of pressure seemed to rise sharply.

These problems may disappear given time for adjustment to the new schedule on the part of both students and faculty. However, it would appear that this fall's calendar did increase academic pressure on resident students (and presumably on others as well) to an unproductive and thus undesirable level.

These comments are necessarily general and, of course, are based only on the comments of the resident population. I hope, however, they may be of some help to you and your committee.

cc: William P. Smith
Eleanor Zimmerman

